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| **Critical Component: Implementation** | **Classroom 1** | **Classroom 2** | **Classroom 3** | **Classroom 4** | **Classroom 5** | **Classroom 6** |  |
| 1. Teachers initiate instruction with a discussion of desired outcomes and learning goals. | Y N  n/a | Y N  n/a | Y N  n/a | Y N  n/a | Y N  n/a | Y N  n/a | / |
| 1. Teachers focus and/or refocus class discussion by referring back to the learning goals/essential questions. | Y N | Y N | Y N | Y N | Y N | Y N | / |
| 1. Teachers consistently explain how tasks and activities relate to achieving the learning goal and to answering the essential question. | Y N | Y N | Y N | Y N | Y N | Y N | / |
| 1. Teachers integrate current learning goals/essential questions with previously taught content or learning experiences to make connections. | Y N | Y N | Y N | Y N | Y N | Y N | / |
| 1. Teachers make references to scales or rubrics throughout the lesson. | Y N  n/a | Y N  n/a | Y N  n/a | Y N  n/a | Y N  n/a | Y N  n/a | / |
| 1. Teachers engage students in discussions related to how students will be expected to demonstrate mastery of learning goals (e.g., assessments, projects, presentations). | Y N | Y N | Y N | Y N | Y N | Y N | / |
| 1. Teachers facilitate tracking of student progress on one or more learning goals using a formative approach to assessment and provide high quality feedback to students regarding progress toward learning goals. | Y N | Y N | Y N | Y N | Y N | Y N | / |

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| **Critical Component: Implications** | **Classroom 1** | **Classroom 2** | **Classroom 3** | **Classroom 4** | **Classroom 5** | **Classroom 6** |  |
| 1. When asked, students can describe the purpose and relevancy of learning, how the activities and tasks will help them achieve the learning goals and how they will demonstrate mastery of the content. | Y N | Y N | Y N | Y N | Y N | Y N | / |

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| **Critical Component: Infrastructure** | | **Classroom 1** | **Classroom 2** | **Classroom 3** | **Classroom 4** | **Classroom 5** | **Classroom 6** |  |
| 1. Learning goals/essential questions are written in student friendly language and posted so that all students can reference them. | | Y N | Y N | Y N | Y N | Y N | Y N | / |
| 1. Learning goals/essential questions are directly related to what students need to know, understand, and be able to do to achieve the standard. | | Y N | Y N | Y N | Y N | Y N | Y N | / |
| 1. Learning goals/essential question are clear statements of expected knowledge, understandings or skills as opposed to activities or assignments. | | Y N | Y N | Y N | Y N | Y N | Y N | / |
| 1. Learning goals/essential questions are appropriately aligned with the complexity level of standards and reflect the higher order thinking, problem solving or decision-making required for achievement of the standard. | | Y N | Y N | Y N | Y N | Y N | Y N | / |
| 1. Rubrics/scales are written in student friendly language and posted so that all students can reference them. | | Y N | Y N | Y N | Y N | Y N | Y N | / |
| 1. Learning objectives are aligned to the district/school pacing/curriculum guide. | | Y N | Y N | Y N | Y N | Y N | Y N | / |
| Classroom 1 objective/goal: |  | | | | | | | |
| Classroom 2 objective/goal: |  | | | | | | | |
| Classroom 3 objective/goal: |  | | | | | | | |
| Classroom 4 objective/goal: |  | | | | | | | |
| Classroom 5 objective/goal: |  | | | | | | | |
| Classroom 6 objective/goal: |  | | | | | | | |

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| **Setting and Communicating a Purpose for Learning Observation Tool Instructions** |
| 1. For each item, circle **Y** if observed or present, and **N** if not observed or not present. No additional notes are necessary. 2. Exceptions:    1. Question 1: If observation begins after the lesson has started, mark n/a and do not include that classroom as part of calculation.    2. Question 5: If no rubrics/scales are visible, mark n/a and do not include that classroom as part of calculation.    3. Question 14: You may wish to write down the lesson objective/learning goal to compare to the district/school pacing/curriculum guide, if available. 3. When observations are complete, add the number of **Y** responses and the number of classrooms in which that item was observed, and enter in the last column. The group facilitator will then add all the observation form data to calculate a final percentage for each indicator. |